



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 11911458  
SAU: York School Department  
School: York Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

# SUMMARY OF SCORES

Test Date: March 2009

Grade: 6

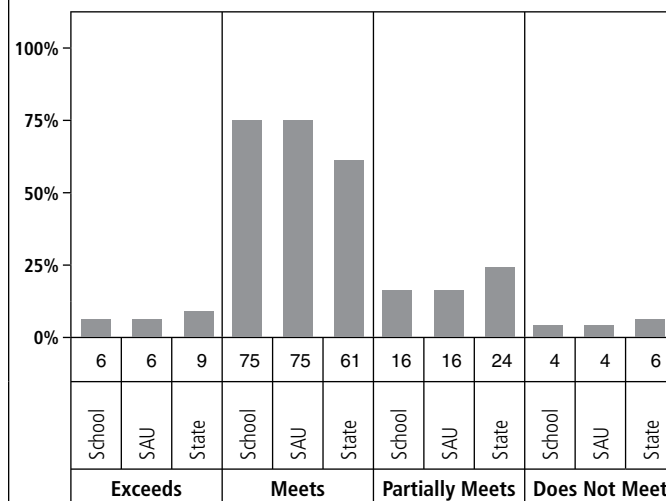
SAU: York School Department

School: York Middle School

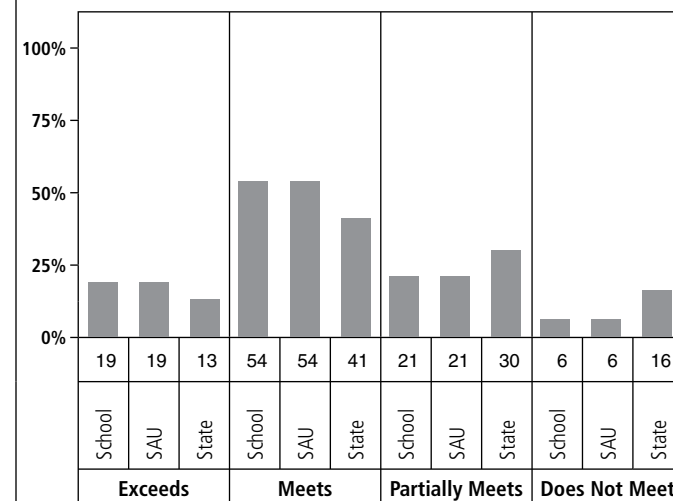
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	651	651	646
2007–2008	648	648	648
<b>2008–2009</b>	<b>648</b>	<b>648</b>	<b>647</b>
Cum. Avg.*	649	649	647
<b>Mathematics</b>			
2006–2007	653	653	643
2007–2008	645	645	642
<b>2008–2009</b>	<b>650</b>	<b>650</b>	<b>643</b>
Cum. Avg.*	650	650	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 6  
SAU: York School Department  
School: York Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	159	100	159	100	14251	100	158	99	158	99	14150	99	157	99	157	99	14156	100						
<b>Ethnicity</b> African American/Black	1	1	1	1	421	3	1	100	1	100	412	98	1	100	1	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	0	0	0	0	212	1	0	0	0	0	210	99	0	0	0	0	212	100						
Hispanic	6	4	6	4	181	1	6	100	6	100	177	98	6	100	6	100	178	99						
Caucasian/White	152	96	152	96	13309	93	151	99	151	99	13224	100	150	99	150	99	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	27	17	27	17	2468	17	26	96	26	96	2423	99	25	93	25	93	2426	99						
<b>Current LEP</b>	0	0	0	0	341	2	0	0	0	0	330	97	0	0	0	0	338	99						
<b>Economically disadvantaged</b>	22	14	22	14	5780	41	22	100	22	100	5724	99	22	100	22	100	5725	99						
<b>Migrant</b>	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	131	82	131	82	11369	80	131	82	131	82	11373	80						
Identified disability (PET/IEP)	0	0	0	0	355	3	0	0	0	0	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	2	2	2	2	172	2	2	2	2	2	175	2						
<b>Participation with accommodations</b>	26	16	26	16	2594	18	25	16	25	16	2605	18						
Identified disability (PET/IEP)	25	96	25	96	1881	73	24	96	24	96	1877	72						
LEP	0	0	0	0	155	6	0	0	0	0	161	6						
504 plan	1	4	1	4	74	3	1	4	1	4	71	3						
Other	1	4	1	4	519	20	1	4	1	4	532	20						
<b>Participation through alternate assessment (PAAP)</b>	1	1	1	1	187	1	1	1	1	1	178	1						
Identified disability (PET/IEP)	1	100	1	100	187	100	1	100	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	1	1	1	1	75	1	2	1	2	1	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: York School Department  
School: York Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	15	9	15	9	1132	8
	2007-2008	13	10	13	10	1817	13
	<b>2008-2009</b>	<b>9</b>	<b>6</b>	<b>9</b>	<b>6</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	37	8	37	8	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	115	73	116	73	8127	57
	2007-2008	87	65	87	65	8072	57
	<b>2008-2009</b>	<b>117</b>	<b>75</b>	<b>117</b>	<b>75</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	319	71	320	71	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	23	15	23	14	3549	25
	2007-2008	26	19	26	19	3194	23
	<b>2008-2009</b>	<b>25</b>	<b>16</b>	<b>25</b>	<b>16</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	74	16	74	16	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	5	3	5	3	1478	10
	2007-2008	8	6	8	6	981	7
	<b>2008-2009</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>799</b>	<b>6</b>
	Cum. Total*	19	4	19	4	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	35.1	62.7	35.1	62.7	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.3	61.5	12.3	61.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.9	63.6	22.9	63.6	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 6

SAU: York School Department

School: York Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	157	9	6	117	75	25	16	6	4	648	157	6	75	16	4	648	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	1										1						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	0										0						206	18	56	20	6	649
Hispanic	6	0	0	5	83	1	17	0	0	646	6	0	83	17	0	646	174	5	55	33	7	644
Caucasian/White	150	9	6	112	75	24	16	5	3	649	150	6	75	16	3	649	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	25	0	0	9	36	10	40	6	24	636	25	0	36	40	24	636	2236	1	30	48	22	637
No	132	9	7	108	82	15	11	0	0	651	132	7	82	11	0	651	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	0										0						322	2	39	37	21	638
No	157	9	6	117	75	25	16	6	4	648	157	6	75	16	4	648	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	22	1	5	13	59	7	32	1	5	644	22	5	59	32	5	644	5617	4	54	33	9	643
No	135	8	6	104	77	18	13	5	4	649	135	6	77	13	4	649	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	0										0						4					
No	157	9	6	117	75	25	16	6	4	648	157	6	75	16	4	648	13959	9	61	24	6	647
<b>Gender</b>																						
Female	70	6	9	54	77	9	13	1	1	651	70	9	77	13	1	651	6743	13	63	20	4	649
Male	87	3	3	63	72	16	18	5	6	646	87	3	72	18	6	646	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1408	4	41	43	12	641
No	157	9	6	117	75	25	16	6	4	648	157	6	75	16	4	648	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	0										0						636	39	59	2	0	659
No	157	9	6	117	75	25	16	6	4	648	157	6	75	16	4	648	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: York School Department

School: York Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	644	2	0	100	0	0	644	6	5	47	32	16	642
B. less than one hour	55	1	4	10	43	9	39	3	13	641	55	4	43	39	13	641	59	9	62	24	5	647
C. one to two hours	43	1	6	10	56	4	22	3	17	643	43	6	56	22	17	643	32	11	64	21	4	648
D. more than two hours	0										0						3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	31	1	8	7	54	4	31	1	8	646	31	8	54	31	8	646	31	17	66	14	3	651
B. good	45	0	0	10	53	5	26	4	21	639	45	0	53	26	21	639	48	8	64	23	5	647
C. fair	24	1	10	4	40	4	40	1	10	642	24	10	40	40	10	642	18	2	48	40	10	641
D. poor	0										0						2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	18	0	0	4	57	3	43	0	0	641	18	0	57	43	0	641	38	13	65	18	3	650
B. They match some of what I have learned.	49	2	11	8	42	8	42	1	5	644	49	11	42	42	5	644	49	8	63	24	5	647
C. They match just a little of what I have learned.	33	0	0	6	46	2	15	5	38	638	33	0	46	15	38	638	10	5	48	36	11	642
D. There is no match.	0										0						3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	18	1	14	3	43	3	43	0	0	645	18	14	43	43	0	645	16	7	52	30	11	644
B. about the same as my regular schoolwork	67	1	4	13	50	7	27	5	19	641	67	4	50	27	19	641	66	10	64	22	4	648
C. easier than my regular schoolwork	15	0	0	2	33	3	50	1	17	639	15	0	33	50	17	639	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	14	0	0	3	60	2	40	0	0	642	14	0	60	40	0	642	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	57	1	5	6	29	9	43	5	24	638	57	5	29	43	24	638	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	30	1	9	8	73	2	18	0	0	650	30	9	73	18	0	650	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	18	0	0	4	57	2	29	1	14	637	18	0	57	29	14	637	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	77	2	7	12	40	11	37	5	17	642	77	7	40	37	17	642	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	2	100	0	0	0	0	647	5	0	100	0	0	647	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	28	1	9	10	91	0	0	0	0	653	28	9	91	0	0	653	23	15	65	16	4	650
B. 20 minutes to an hour	55	1	5	8	36	10	45	3	14	639	55	5	36	45	14	639	49	10	64	22	4	648
C. less than 20 minutes	10	0	0	0	0	1	25	3	75	625	10	0	0	25	75	625	11	6	58	29	7	645
D. I rarely read at home.	8	0	0	1	33	2	67	0	0	640	8	0	33	67	0	640	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	614	100	0	0	0	100	614						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: York School Department  
School: York Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	42	27	42	26	2092	15
	2007-2008	19	14	19	14	1474	10
	<b>2008-2009</b>	<b>29</b>	<b>19</b>	<b>29</b>	<b>19</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	90	20	90	20	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	88	56	88	55	5731	40
	2007-2008	63	47	63	47	6008	43
	<b>2008-2009</b>	<b>84</b>	<b>54</b>	<b>84</b>	<b>54</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	235	52	235	52	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	18	11	19	12	4175	29
	2007-2008	39	29	40	30	4244	30
	<b>2008-2009</b>	<b>33</b>	<b>21</b>	<b>33</b>	<b>21</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	90	20	92	20	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	10	6	10	6	2308	16
	2007-2008	13	10	13	10	2346	17
	<b>2008-2009</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>6</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	33	7	33	7	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	35.6	63.6	35.6	63.6	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	12.1	67.2	12.1	67.2	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	8.1	67.5	8.1	67.5	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	8.4	60.0	8.4	60.0	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	7.1	59.2	7.1	59.2	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 6

SAU: York School Department

School: York Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	156	29	19	84	54	33	21	10	6	650	156	19	54	21	6	650	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	1										1						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	0										0						208	18	47	23	12	647
Hispanic	6	0	0	3	50	2	33	1	17	643	6	0	50	33	17	643	175	5	31	41	23	638
Caucasian/White	149	29	19	81	54	30	20	9	6	650	149	19	54	20	6	650	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	24	1	4	3	13	16	67	4	17	637	24	4	13	67	17	637	2248	3	18	33	46	629
No	132	28	21	81	61	17	13	6	5	652	132	21	61	13	5	652	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	0										0						331	3	22	35	40	631
No	156	29	19	84	54	33	21	10	6	650	156	19	54	21	6	650	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	22	3	14	6	27	10	45	3	14	643	22	14	27	45	14	643	5620	6	33	37	25	637
No	134	26	19	78	58	23	17	7	5	651	134	19	58	17	5	651	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	0										0						4					
No	156	29	19	84	54	33	21	10	6	650	156	19	54	21	6	650	13974	13	41	30	16	643
<b>Gender</b>																						
Female	70	13	19	36	51	14	20	7	10	649	70	19	51	20	10	649	6738	12	40	32	16	642
Male	86	16	19	48	56	19	22	3	3	651	86	19	56	22	3	651	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1410	3	24	41	32	634
No	156	29	19	84	54	33	21	10	6	650	156	19	54	21	6	650	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	0										0						637	65	32	3	0	665
No	156	29	19	84	54	33	21	10	6	650	156	19	54	21	6	650	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 6

SAU: York School Department

School: York Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	100	0	0	0	0	652	2	0	100	0	0	652	6	7	32	28	32	636
B. less than one hour	54	2	9	4	18	11	50	5	23	639	54	9	18	50	23	639	59	13	41	30	16	643
C. one to two hours	44	0	0	8	44	7	39	3	17	639	44	0	44	39	17	639	32	14	41	31	14	644
D. more than two hours	0										0						3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	0	0	4	40	4	40	2	20	640	24	0	40	40	20	640	30	27	45	18	9	651
B. good	34	2	14	6	43	5	36	1	7	645	34	14	43	36	7	645	46	9	45	31	15	643
C. fair	27	0	0	2	18	6	55	3	27	635	27	0	18	55	27	635	20	2	29	43	26	635
D. poor	15	0	0	1	17	3	50	2	33	632	15	0	17	50	33	632	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	32	0	0	3	23	7	54	3	23	637	32	0	23	54	23	637	35	18	42	27	13	646
B. They match some of what I have learned.	46	1	5	5	26	9	47	4	21	639	46	5	26	47	21	639	50	11	43	31	15	643
C. They match just a little of what I have learned.	22	1	11	5	56	2	22	1	11	644	22	11	56	22	11	644	13	8	31	36	26	638
D. There is no match.	0										0						3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	15	1	17	3	50	2	33	0	0	648	15	17	50	33	0	648	32	7	40	34	20	640
B. about the same as my regular schoolwork	65	1	4	7	27	13	50	5	19	639	65	4	27	50	19	639	56	13	42	30	15	644
C. easier than my regular schoolwork	20	0	0	3	38	2	25	3	38	635	20	0	38	25	38	635	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	25	0	0	3	30	5	50	2	20	636	25	0	30	50	20	636	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	73	2	7	10	34	11	38	6	21	640	73	7	34	38	21	640	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	1	100	0	0	640	3	0	0	100	0	640	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	1	50	1	50	0	0	642	5	0	50	50	0	642	6	8	29	29	34	635
B. 30–45 minutes	73	2	7	9	30	13	43	6	20	639	73	7	30	43	20	639	33	10	37	34	19	641
C. 45–60 minutes	22	0	0	3	33	4	44	2	22	639	22	0	33	44	22	639	45	15	44	29	12	645
D. more than 60 minutes	0										0						16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	1	50	0	0	1	50	638	5	0	50	0	50	638	9	14	35	29	22	641
B. two or three days a week	24	1	10	4	40	5	50	0	0	646	24	10	40	50	0	646	26	15	40	30	16	644
C. two or three times each month	51	1	5	7	33	8	38	5	24	639	51	5	33	38	24	639	31	13	43	30	14	644
D. never or almost never	20	0	0	1	13	5	63	2	25	633	20	0	13	63	25	633	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	7	0	0	1	33	2	67	0	0	640	7	0	33	67	0	640	17	8	35	33	24	639
B. two or three days a week	22	1	11	2	22	2	22	4	44	638	22	11	22	22	44	638	28	13	42	30	15	643
C. two or three times each month	27	1	9	3	27	4	36	3	27	639	27	9	27	36	27	639	31	15	43	30	13	645
D. never or almost never	44	0	0	7	39	10	56	1	6	640	44	0	39	56	6	640	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	636	100	0	0	100	0	636						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number